

Bank Hall Kindergarten

Bank Hall Drive, Bretherton, Leyland, Lancashire, PR26 9AT



Inspection date

1 May 2015

Previous inspection date

17 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff build extremely strong relationships with children and they know the precise capabilities of each individual child. As a result, children settle quickly and become highly independent, because staff provide a balance of nurture and challenge appropriate to the unique needs of each child.
- Children make very good progress in their communication and language skills because their contributions are acknowledged and valued, which means that they are motivated to communicate freely.
- Children's excellent behaviour is encouraged through high expectations in all that they do. Therefore, children develop an age-appropriate understanding of right and wrong.
- Children with special educational needs and/or disabilities are very well supported. Staff are committed to identifying any gaps in learning promptly and working with parents and external agencies to put in place effective strategies, for example, sign language.
- Staff and managers give consistently high regard to safety procedures. Safer recruitment practices, regular supervision meetings and frequent discussion about safeguarding ensures that children are protected from harm.
- Managers encourage the staff team to be highly reflective and driven to improve. They take into account the views of children, parents and staff to identify priorities for improvement.

It is not yet outstanding because:

- The methods used to share best practice and encourage the highest-quality teaching from all staff, are not yet highly effective.
- Staff do not always help parents to understand precisely how to guide their children's learning at home, particularly in preparation for school.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- share best practice more widely to improve the quality of teaching further, for example, by giving less-experienced and less-qualified staff regular opportunities to observe outstanding practice
- devise even better ways to help parents to guide children's learning at home.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of the staff and managers.
- The inspector observed the staff engage in a range of activities and care routines with the children.
- The inspector held discussions with the staff, special educational needs coordinator and deputy manager.
- The inspector looked at a selection of policies and procedures.
- The inspector spoke with the parents to gain their views.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Lisa Bolton

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is consistently good and sometimes outstanding. Staff know when to guide children and, when to give them the freedom and encouragement to make their own decisions. Staff are particularly good at changing regular activities into exciting learning experiences. For example, children are taught to look and listen, while staff use a road-safety lollipop and wear high-visibility jackets to guide them across the road. Staff take everyday opportunities to develop children's mathematical understanding. For example, staff say, 'one, two, nice and clean' when they assist babies and toddlers to wipe their faces after snack time. Toddlers continue to count and staff join in as they begin to struggle to say which number comes next. Staff place a strong emphasis on preparing the pre-school children for their move to school. For example, children are confident to sit in a circle and listen to one another, as they take turns to talk about school.

The contribution of the early years provision to the well-being of children is outstanding

Staff have created unique indoor and outdoor environments, which are highly stimulating for the specific ages of children that they cater for. Children's physical well-being is extremely well supported. Children are keen to be active in their play and staff encourage them to take their first steps, to balance, climb and ride. Children feel relaxed and secure during care routines. For example, babies giggle while having their nappies changed because staff talk and laugh with them as they look into the mirror. Children learn about healthy practices through excellent routines, which staff consistently put in place. For example, older children are guided to brush their own teeth after lunchtime, and are reminded to wash their hands after blowing their noses. Children are exceptionally independent because staff provide frequent opportunities for children to do things by themselves at all ages. For example, toddlers are motivated to dress themselves and pre-school children take pride in serving their own food at lunchtime.

The effectiveness of the leadership and management of the early years provision is good

Managers have a strong understanding of their responsibilities to deliver the Early Years Foundation Stage. They have implemented effective assessment methods and children's progress is closely monitored through the key person, room leaders and managers. Managers regularly observe staff practice, and some staff are exceptionally skilled and highly qualified. However, the methods used to share their knowledge and skills are not yet extremely effective in enhancing the overall quality of teaching and learning. Partnerships with parents are generally strong. Parents are encouraged to share children's achievements from home in different ways, which staff use to personalise learning for children. Staff are skilled in helping parents to guide learning at home for children with special educational needs and/or disabilities, and to support children's well-being if difficulties arise with behaviour or eating. However, parents are not all routinely engaged in guiding their children's learning at home. This means that opportunities to build on children's learning, particularly in preparation for school, are missed.

Setting details

Unique reference number	309225
Local authority	Lancashire
Inspection number	871849
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	85
Name of provider	Bank Hall Kindergarten Ltd
Date of previous inspection	17 April 2012
Telephone number	01772 601 346

Bank Hall Kindergarten was registered in 1991. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including one with Early Years Teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children and it supports children with special educational needs and/or disabilities.

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